



Implementation Handbook for Family and Consumer Sciences



Facilities and Safety



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Facilities and Safety

The facilities within a Family and Consumer Sciences department are significant to the learning process. The facilities must be safe and flexible enough to support the many content variables, pedagogical methods and diverse populations that family and consumer sciences encompass. The learning environment of a department is extremely important as it establishes the first impression for students, parents and visitors. This first impression enlightens visitors as to the expectations, pride and curriculum valued by members of the department.

This document is designed to help guide family and consumer sciences departments in:

1. assessing the adequacy of their facilities and equipment
2. identifying and planning for facility upgrades and equipment purchases
3. recognizing and addressing safety concerns within the program
4. reconstructing new facilities within the school or as a new school is built

Disclaimer

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Facility Planning Process

In anticipation of renovating existing learning environments or building a new department, certain basic procedures should be followed to insure satisfaction to all who initiated the project. There is rarely a second chance to correct mistakes so the best way to start a project of this magnitude is by following the planning process. This is a suggested planning process for building or renovating existing facilities. (2005, labplan.org)

Step 1: Spend some time answering these four questions and addressing the concerns listed:

- What do you want your students to know and be able to do?
 - Revisit the vision, mission and philosophy of the district, school and program
 - Look at the curriculum and probable changes
- How should students learn?
 - Look at interdisciplinary approaches
 - Evaluate instructional strategies: critical thinking, individual work, group work, experimentation/lab work, using technology, problem solving.
 - Forecast the learning needs of students
 - Evaluate technology needs: computers, laptops, stations
- What teaching and support facilities will be required?
 - Evaluate present content areas and prepare for growth and change
 - Evaluate use of space by all concerned: will it be shared, designated, etc.
 - Look at support personnel and the space needed for services provided as well as student support: teacher assistants, paraprofessionals, class-within-a-class, etc.
 - Address accommodations needed for total student population
- What are your school's priorities?
 - Evaluate program offerings and growth within the department
 - Look at interdisciplinary options and sharing space/lab settings
 - Evaluate overall use of facilities by the community or the school system: FCCLA, after-school programs, adult education, hospitality rooms, etc.

Step 2: Create a program advisory committee designated to plan and carry-out this project and meet

collaboratively with the committee. Facility planning should be collaborative among those having a vested interest in the program. The following entities should be considered in building a committee for this collaborative process:

- Career and Technical Education (CTE) Teachers – Family and Consumer Sciences teachers and other CTE teachers who are experts of the curriculum and the specific needs of students within a classroom and lab setting.
- Administrators – School and district administrators who are experts of the long-range goals, the financial situation of the school and the expectations of the community.

- Advisory Committee Members – community members who are aware of the work force and the skills needed in career areas that family and consumer sciences courses address. Present and former students can also help in addressing the strengths and weaknesses of the facilities.
- Architects – A professional architect is needed to incorporate the goals, finances, safety policies and creative planning needed to make the project obtainable.

Step 3: Determine the long-range goals and implementation strategies based on assumptions the committee creates for the project. These assumptions should be specific to the needs, circumstances, culture and resources of the school. The following list can help to guide assumptions that the committee might make.

- School and department mission statements
- Department vision statement
- A plan including the time frame for renovations, anticipated enrollment, teachers and staff, curriculum changes and pedagogy
- Technology
- Construction and project costs

Step 4: Evaluate the current curriculum and pedagogy used in the department as well as the overall vision, mission and goals of the school. Create a vision of what the department will look like including future curriculum and pedagogical possibilities.

Step 5: Visit other schools with similar circumstances to discuss the likes/dislikes of the facilities. Use this supplement to address the following concerns:

- Facility requirements
- Safety
- Facility standards
- Resources regarding specific content

Step 6: Evaluate preliminary drawings or the existing department space and provide rationale for any needed changes. The following list can be used in evaluating preliminary ideas:

- Cost
- Total size of project
- Ability to group interdisciplinary teaching or departments together – ease in use of space
- Effects on other departments or units
- Use or reuse of existing space
- Ease of implementation
- Location
- Impact on the school

Step 7: Choose the best alternative using the criteria in Step 6 as well as any other criteria that the committee has identified for the project.

Facility and Safety Planning for Missouri School Improvement Program

Facilities and safety are evaluated as part of the district's MSIP review process. The following standards related to safety and facilities are addressed within the MSIP process.

Standard 6.4: Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

1. Up-to-date resources and equipment are readily available.
2. Instructional resources support curriculum objectives.
3. Training in the use of instructional equipment and technology is provided.
4. Technology is an integral part of the instructional program.

Standard 6.5: The district has created a positive climate for learning and established a focus on academic achievement.

1. A positive learning climate is promoted in every building.
2. Teachers and administrators are accountable for promoting student success and reducing student failure.
3. Specific requirements have been set for grade-to-grade promotion, and programs are in place to address the achievement problems of students at risk of grade-level retention.

Standard 6.6: The schools are orderly; students and staff indicate they feel safe at school.

1. A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to teachers, parents, and students.
2. Students and staff indicate they feel safe at school.
3. Standards of conduct are enforced consistently, and violence-prevention training has been implemented.
4. Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.

Standard 8.10: Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.

1. All programs and services in the district are housed in appropriate facilities.
2. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe, and orderly state.

Standard 8.11: The district's facilities are safe.

1. Safety and emergency devices are in place and operational.
2. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.
3. The district has developed, implemented, and documented safety procedures, which include:
 - safety inspections for buildings and grounds
 - appropriate safety/emergency drills
 - a reporting system for accidents
 - security and crisis management plans for each building
 - violence-prevention training for the staff.

For more information regarding the requirements of MSIP, please see the following web site: <http://www.dese.mo.gov/divimprove/sia/msip/index.html>

General Space Considerations for Family and Consumer Sciences Facilities

General Classroom (Space considerations are the same for high school and middle school)	Minimum Recommendations in Square Feet
Instruction	30 per student
Computer Lab Space	3 per computer station 1 station:3 students
Office	150
General Storage	275
Resource and Reading Area	100
Modular	See specifics from contracted company
Nutrition and Foods	
Instruction	30 per student
Lab Space	80 per student
Computer Lab Space	3 per computer station 1 station:3 students
Storage	450
Human Development	
Instruction	30 per student
Lab Space	35 per child
Computer Lab Space	3 per computer station 1 station:3 students
Storage	270
Restrooms	100
Observation Space	75
Outdoor Play	75 per child
Housing Environments and Design	
Instruction	30 per student
Computer Lab Space	3 per computer station 1 station:2 students
Storage	150

Additional courses may be developed and implemented to meet local needs. These courses may have their own unique space considerations, although the recommendations listed in the graph can assist in determining space needed.

Note: (The recommended space allotments provided above were derived by the Missouri Facilities and Safety Supplement Project Advisory Committee after looking at the space requirements determined by several other states, department needs of advisory committee members, current building projects and requirements determined by accrediting agencies

for the career focused program areas. Special considerations were discussed and the chart conveys the suggestions proposed by the advisory committee.)

Family Focused Programs

Approved family focused programs include course offerings from four core areas: Exploratory Family and Consumer Sciences (below the ninth grade), Family/Human Development, Nutrition and Wellness, and Family/Consumer Resource Management. Additional courses, besides those listed for each core area, may be developed and implemented to meet local needs.

A department that is set up to be a family focused curriculum needs to allow for adaptable facilities. The chosen facilities should be based on ensuring safety, meeting curriculum needs and following a logical long-range plan to allow the best use of space in meeting the changing needs of the program.

The design of a family focused program must be based on the activities and classes that will be administered within the designated facility space. The following should be used as guidelines in designing or reconstructing a family focus program:

- Educational objectives and student safety must be the driving forces behind any decisions made. Considerations include:
 - project-based learning, table-demonstrations, technology, videos/DVDs and projection equipment, lecture/discussion, individual work and testing areas, group/cooperative work, physical activities, problem-solving, camera work/video production
 - house design/drawing, textiles and apparel design, computer-aided research and design, student project storage, child care lab areas, food preparation lab areas, commercial food service lab areas
 - recycling and disposal of waste, ventilation, utility access and safety codes
 - storage, organization, records documentation and privacy
 - technology, networking and computer use
- Accessibility to facilities must accommodate the diverse and varying needs of all students
- Support of collaborative planning and use among appropriate staff members should be considered
- Flexibility and mobility of equipment and furnishings for most efficient and effective use
- Storage space for the many aspects of the program, that includes appropriate space for staff members to report and secure documentation safely
- Storage for FCCLA supplies, student projects, officer tools, ceremonial supplies, and other equipment needs

The location within the school building also requires special consideration. The relationship of the program to others can allow for sharing of facilities and better use of

lab space. It is also recommended that technology be evaluated and that program facilities support the technology needs of curriculum for present and future learning environments of the school. A ground-level location that is easy to access is recommended to alleviate problems in delivering supplies, installing equipment and providing access for special populations such as young children and older adults.

Specific Facility and Safety Considerations by Core Area:

Nutrition and Wellness Core Area

Approved family focused course requirements within this category are: Nutrition and Wellness, Food Science, and Family/Individual Health. Additional courses may be developed and implemented to meet local needs.

Facility Considerations

Facilities may be used by students studying nutrition, food preparation and food science. Students will apply concepts relating to nutrition, science and finance to labs involving meal and time management, planning, purchasing, preparing and serving food. Course offerings should be the driving force in determining specifications of the facility. All facilities should include:

- an instructional area
- a demonstration/teaching area
- student labs including a food preparation and service center, a planning center, a cleaning and sanitation center, and a storage center
- A handicapped accessible lab accommodating students with special needs. One source for more information on designing an accessible lab:

Enable Mart, phone: 888-640-1999, or visit their web site at:

www.enablemart.com/

This site gives ideas for technological support as well as food labs under their assisted living section.

Accessibility to the facility, space and storage considerations should be part of the planning. The facility should:

- provide locked storage to keep hazardous products unavailable to students and visitors.
- be on ground-level to allow for ease in accessing food and other supplies, and equipment.
- allow for ease in waste removal.
- contain laundry facilities.

- allow for easy access to gas, electric, and water shut-off valves, as well as to a telephone with outside communication.
- provide six feet of counter space per student center with counters being standard height (thirty inches) and depth (twenty-one inches).
- provide a specific place to eat and serve food separate from the work area.
- contain adequate storage space for refrigerated items as well as dry goods.
- be equipped with appropriate tools, equipment and accessories to accommodate multiple users.
- provide drawers for linens and specific cabinets for cleansers.
- allow for a separate area for storing personal belongings.

Facilities of this nature are expensive and can pose liability risks. The functions and uses of the lab should be assessed through a collaborative process including teachers, administration, advisory committee members, and others who may be directly affected by decisions made within this assessment process. If access by community members for adult education classes is seen as a priority by the committee, then this also should be a consideration.

Food Science courses will require more scientific equipment and locked storage for the equipment and supplies/chemicals. This course may also be taught in a collaborative manner with a science teacher or within the science department facilities. See page 19, 20 for a list of basic food science equipment.

Family/Individual Health course instruction may require open space for demonstration and performance of exercises as related to the local curriculum. Depending on the local curriculum, these courses may also require additional storage space for exercise and fitness equipment.

Safety

Safety is the number one consideration for food preparation and food science lab facilities. Food safety and sanitation principles must be considered and fully implemented. When creating a lab setting, be aware of Occupational Safety and Health Administration (OSHA) and state food safety and sanitation standards and consider implementing recommended safe work practices such as:

- Using ground fault circuit interrupters (GFCIs) in situations where electricity and wetness coexist.
- Using GFCIs on all 120-volt, single-phase, and 15- and 20-ampere receptacles.
- Ensuring that exposed receptacle boxes be made of nonconductive material.
- Using plugs and receptacles designed to prevent energization until insertion is complete.
- Ensuring that all circuit breakers or fuse boxes bear a label for each breaker or fuse that clearly identifies its corresponding outlet and fixtures.
- Using cleaning chemicals that are not considered hazardous.
- Automating the dispensing of cleaning chemicals whenever possible.

- Limiting student contact with dishwashing detergents by using dishwashing machines and automated detergent dispensers.
- Ensuring that chemicals that are not compatible with each other are not stored together. (Check Material Safety Data Sheets (MSDS) for these chemicals.)
- Labeling cleaning bottles and containers.
- Storing liquid chemicals on lower shelves.

(Curtis, Shipley Brown, Nester, 2006) More information regarding OSHA rules and regulations can be obtained at the following web site:

<http://www.osha.gov/index.html>

Water and food storage temperatures must be regularly assessed and maintained according to industry standards. Proper sanitation requires working utilities with GFCI outlets installed for major appliances, as well as enough outlets for small appliances in each student center. Outlets should be wired according to state safety standards. Each of the outlets should allow for emergency shut-off. Each student center should have a sink for every four students. There should also be one large utility sink within the lab area for washing hands and larger pieces of equipment. Ventilation must also be considered. An exhaust hood should be above oven and cook-top equipment.

First aid kits, a fire blanket and appropriate fire extinguisher must be kept in the lab and should be located near the entrance of the lab. It is advisable to have first aid kits within each of the student centers.

Food science labs require more specific safety considerations. An eye wash station is recommended as well as more lockable storage space for chemicals and other potentially hazardous materials. A sample equipment list is provided for food science courses.

Safety information and samples of relevant safety forms to be used with students in food preparation and food science lab settings can be found in the Appendix.

Two sources for more information on safety within a science lab are:

Education Facilities at the National Institute of Building Sciences,
phone: 888-552-0624, or visit their web site
at: <http://www.edfacilities.org/rl/science.cfm>

Flinn Scientific, Inc, phone: 800-452-1261, or visit their web site
at: <http://www.flinnsci.com/Sections/Safety/safety.asp>

Family and Human Development Core Area

Approved family focused course requirements within this category are: Family Living and Parenthood, Child Development, Care and Guidance, and Child Development, Care and Guidance (Advanced). Additional courses may be developed and implemented to meet local needs.

Facility Considerations

Lab facilities will be used by students studying human and child development. Students practice interpersonal skills such as communication, management and problem solving. A child development lab allows students to interact with others and gain real-life, practical experience. A community setting, such as a day care, may be used to substitute for the lack of an on-campus lab. The lab will allow students to learn in a safe, supportive setting, controlled by their teacher, within their school. Sample forms and documents for off-campus lab experiences can be found in the Appendix.

Accessibility, storage and space considerations for this program include the following:

- Facilities should be accessible to children, parents/guardians, and students
- The facility should provide a door leading directly to the outdoor play area
- Space used for laundry and food preparation should also be convenient for students
- Bathrooms, both adult and child-sized, should be easily accessible
- Children's bathrooms would need to be within the lab to allow for constant supervision
- Storage of indoor and outdoor equipment
- Drawers, adjustable shelves with dividers as well as tote trays may all be options for storage
- Teachers, students, and guests to the lab setting would ideally have separate areas to store personal belongings
- Locked storage may be needed to provide safety and liability reassurance

Student needs should determine the use of space, as well as those of the young children or adults that may be using the facilities. In a general, child development setting lab centers can be created by moving furniture and equipment. Centers can be created and used for meeting multiple needs. For example, a child's science center could easily become the math center, or art and music centers could easily be shared within an area that provides extra storage.

Safety

There are many safety considerations in child/human development lab settings because so many populations could be served through the lab. When creating a lab setting for children, be aware of the licensing rules for child care centers. Outdoor areas require a fence to be 42 inches high and should be constructed to prevent children from crawling or falling through or becoming entrapped. Indoor areas should be consistently evaluated

and maintained for child safety. In general, indoor space should allow for at least 35 square feet of usable floor space for each preschool and school-age child coming into a facility. Visibility should not be compromised, and windows between indoor and outdoor play areas, as well as lab centers, should be considered.

Cleanliness and sanitation are also safety concerns. Tables, chairs, toys, and other items that children come into contact with should be cleaned after each class. Cleaning material should be easily accessible by teachers and students. Waste removal poses concerns based on the ages of the children that the lab may serve. Food waste, paper waste, and diapers should all be disposed of in separate receptacles.

One source for more information on safety regulations within child care programs is:
Missouri Department of Health, Bureau of Child Care,
phone: 573-751-0624, or visit their web site
at: <http://www.dhss.mo.gov/ChildCare/ContactUs.htm>

Family and Consumer Resource Management Core Area

Approved family focused courses within this category are: Family/Consumer Resource Management, Housing, Environments and Design, and Personal Finance. Additional courses may be developed and implemented to meet local needs.

Facility Considerations

Facilities will be used by students studying personal finance and consumerism as well as housing and environmental design aspects. Students will apply communication, management, and problem solving to real-life situations involving their family and resources.

To fully address course competencies and incorporate technology within the instructional program in this core area, computer technology should be utilized. In the instructional classroom setting, it is recommended that there be a 2:1 student to computer ratio. If a computer lab outside of the department must be used, it should be equipped with appropriate design programs and should be easily accessible to students. There should also be space for students to work with design materials as needed.

Space for this core area should include tables for student projects. There should also be display areas to showcase student projects. A clean-up station including a lavatory is needed during design and project work.

Storage may be needed for resource materials and books. Storage for student projects is also needed.

Career Focused Programs

Culinary Arts and ProStart

Culinary arts and ProStart programs would require more storage, commercial preparation and serving equipment. One source for more information on local equipment suppliers:

Foodservice Equipment Reports, phone: (630) 288-8281, or visit their web site at: <http://www.fesmag.com/awards/top-achiever.asp>

(National Restaurant Association Education Foundation, 2007) The ServSafe, an organization sponsored by the National Restaurant Association Education Foundation, offers high quality training options for food service managers and educators. From the classroom to online, and in a variety of languages, this is your food safety training solution. For more information on becoming ServSafe certified or offering this certification in your program, contact:

Course Administration Department, phone: 800-765-2122 ext. 703 or visit their website at: www.nraef.org/index.asp

Child Care

Approved career focused courses within this category are: Adult Development and Aging, Child Care Provider/Assistant, and Child Care and Support Services Management. Additional courses may be developed and implemented to meet local needs.

Occupational Child Care

Departments considering an occupational child care program need to be aware of the *Licensing Rules for Group Child Care Homes and Child Care Centers* available through the Missouri Department of Health and Senior Services as well as the United States Consumer Product Safety Commission's *Handbook of Public Playground Safety*. These documents and other information can be found at:

<http://www.dhss.mo.gov/ChildCare/LawsRegs.htm>

Or for more information specific to Missouri child care/early childhood programming contact:

Bureau of Child Care
Missouri Department of Health and Senior Services
PO Box 570
Jefferson City, MO 651002
Telephone: 573-751-2450
Fax: 573-526-5345
Email: info@dhss.mo.gov

The lab for an occupational program should include a lab area, classroom, bathrooms, storage and outdoor play area. The student instructional area should allow for computers and technology as well as planning space. Observation space should be considered. This could be provided through an observation room which allows students to observe children.

Arrival and departure issues also are considerations in planning a child care lab. Parents need accessible parking and an easily accessible entrance to the facility. The facility must also have designated space for the paperwork required in the drop-off and pick-up of children.

Depending on the ages of children that the lab serves and the hours of operation, there may be other space considerations and requirements. Please see the following sites for more information on the rules and regulations for licensed facilities.

<http://nrc.uchsc.edu/STATES/MO/missouri.htm>
www.daycare.com/missouri/

The Child Development Associate Credential is awarded to a student who successfully completes course work, spends time working with children, and completes the assessment process. The CDA credential is administered by the Council for Professional Recognition. For more information on becoming CDA certified or offering this certification in your program, contact:

The Council for Professional Recognition
2460 16th Street, NW
Washington, DC 20009-3575
Or visit this web site: <http://www.cdacouncil.org>

Samples of safety forms for use in a human and child development lab can be found in the Appendix.

Equipment Guide – Family Focused Programs

This is a recommended list of equipment generally used in family focused programs. It may be used for planning and maintaining inventory as well as for placing orders, writing grants, etc. Purchases and overall facility and equipment maintenance decisions will be made by the local district with input from the local advisory committee.

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Family Focused Program					
Art Supply storage		X	10 years/as needed		
Baby Models	X		As needed		
Bake ware set (5)		X	5 years/as needed		
Black light (18 inch)	X		10+ years/as needed		
Blankets	X		As needed		
Blender (4)			5 years/as needed		
Book shelves- child sized	X		10+ years/as needed		
Books – children’s story, picture, chapter		X	5 years/as needed		
Broom(s)		X	As needed		
Building Block Sets	X		5 years/as needed		
Cabinets		X	As needed		
Cake Pans - Specialty - Angel food, Bundt, Etc. - (2 of each)	X		10+ years/as needed		
Calculators	X		As needed		
Camcorder with tripod	X		5 years/as needed		
Camera, digital with video capability	X		3-5 years/as needed		
Can opener (5)		X	5 years/as needed		
Carpet – interactive for activities	X		5 years/as needed		
CD Player	X		10 years/as needed		
Chairs, child		X	10+ years/as needed		
Child safety locks		X	As needed		
Children’s music (tapes or CDs)		X	As needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Clothing coverings (paint shirts for kids)	X		5+ years/as needed		
Coffee Maker (2)			7+ years/as needed		
Colander (4)		X	10 years/as needed		
Color printer(s)	X		3-5 years		
Computer system and monitors (1:3 students)		X	3-5 years/as needed		
Computer tables/chairs	X		10 years/as needed		
Computerized Baby Dolls	X		5 years/as needed		
Cookie cutters (sets)	X		10 years/as needed		
Cookie Cutters, assorted			One time purchase		
Cookware set (5)		X	5 years/as needed		
Craft supplies		X	As needed		
Craft tables		X	10+ years/as needed		
Cutlery Set (5)		X	5 years/as needed		
Cutting Boards (5)		X	5 years/as needed		
Demonstration Mirror		X	One time purchase		
Developmental stages of fetus models	X		One time purchase		
Dining tables/chairs		X	10+ years/as needed		
Dinnerware set (20-25)		X	10+ years/as needed		
Dish towels and cloths, assorted		X	Yearly, as needed		
Dishwasher, 120 V, (2)	X		5 years/as needed		
Display boards	X		One time purchase		
Display cases/showcases	X		15+ years/as needed		
Dry storage containers/canisters, assorted		X	10+ years/as needed		
Dryer, 240 Volt, well vented		X	7 years/as needed		
Dual purpose storage containers		X	10+ years/as needed		
Dust Mop (1)		X	Mop head – frequent		
Dust Pan (1)		X	10+ years/as needed		
DVD/VCR Player		X	10 years/ as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Empathy belly	X		One time purchase		
Exhaust Hood (5)		X	10+ year/as needed		
Fabric samples		X	As needed		
Fire Blanket (Minimum 1)		X	Yearly evaluation		
Fire Extinguisher (Minimum 1)		X	Yearly evaluation		
First Aid Kit (Minimum 1, preferable 4)		X	Yearly evaluation		
Flashlight	X		10+ years/as needed		
Flatware set (20-25)		X	10+ years/as needed		
Floor covering samples		X	As needed		
Floor plan building software		X	3-5 years/as needed		
Furniture joint samples	X		As needed		
Games and puzzles		X	Regular inspections		
Garbage disposal, batch-fed, 120 V (1-4)	X		5+ years/as needed		
Glassware set (20-25)		X	10+ years/as needed		
Gloves, latex	X		As needed		
Indoor large muscle play equipment	X		3 years/as needed		
Kitchen tool set (9)		X	5+ years/as needed		
Locks		X	One time purchase		
Manipulative toys for children		X	As needed		
Measurement tools – yardsticks, rulers and tape measurers		X	As needed		
Measuring cups, spoons; liquid and dry (9 sets)		X	15+ years/as needed		
Meat Tenderizer		X	As needed		
Microwave Cookware Set (4)		X	5+years/as needed		
Microwave Oven, 120 V (4)		X	10 years/as needed		
Mixer, electric, stand (4)	X		10+ years/as needed		
Mixing Bowl sets (9)		X	15 years/as needed		
Mop and Bucket		X	As needed		
Non-skid Mats	X		3-5 years/as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Outlet covers		X	As needed		
Painting supplies	X		As needed		
Paper cutter	X		One time purchase		
Portable lighting display	X		One time purchase		
Pot and Pan Sets (9)		X	5 years/as needed		
Pot holders/oven mitts (9 sets)		X	3-5 years/as needed		
Printer, large format	X		3-5 years/as needed		
Projection screens/Smart Board		X	5-10 years/as needed		
Projector - LCD	X		10 years/as needed		
Range, gas or electric, 240 V (4)		X	7 years/as needed		
Rechargeable Batteries	X		As needed		
Recycling Bins	X		As needed		
Refrigerator/freezer, 19 cu ft, 120 V (2)		X	7 years/as needed		
Scanner(s)	X		3-5 years		
Scissors, shears		X	As needed		
Sharpening Steel (1)		X	One time purchase		
Sheet Pans (8)		X	10+ years/as needed		
Sinks (4-5)		X	One time purchase		
Skillet sets (9)		X	5 years/as needed		
Spoons and ladles, assorted		X	5 years/as needed		
Step stool		X	One time purchase		
Storage for indoor play equipment		X	One time purchase		
Storage for student tote trays	X		One time purchase		
Storage Units – dish storage – flat shelving, 4 shelves high 12” x 15” wide and 6’ long		X	15+ years/as needed		
Storage Units – dry food storage shelving		X	15+ years/as needed		
Storage Units – pots and pans – flat shelving, 5 shelves high 27” x 60” long		X	15+ years/as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Student tote trays	X		5+ years/as needed		
Table linen sets		X	As needed		
Telephone		X	One time purchase		
Television	X		7 years/as needed		
Thermometers, refrigerator/freezer, meat and candy		X	5 years/as needed		
Timers (5)		X	As needed		
Toasters (4)		X	5-10 years/as needed		
Trash receptacles		X	3 years/as needed		
Tumbling Mats	X		5 years/as needed		
Vacuum Cleaner (1 depending on floor surface)	X		7-10 years/as needed		
Wall covering samples		X	As needed		
Wallpaper application tools	X		As needed		
Wallpaper books/samples	X		As needed		
Washing Machine, 120 Volt		X	7 years/as needed		
Water heater booster	X		7 years/as needed		
Wood samples	X		As needed		
Work tables		X	10+years/as needed		
Food Science (In addition to the above equipment, a food science course may also need the following basic science equipment/supplies.)					
Baker's scale (25 lbs) and Food Scales	X		One time purchase		
Alcohol thermometers – (-20 degrees to 110 degrees C)		X	10+ years/as needed		
Beakers – 50 mL		X	As needed		
Electronic balance		X	10+years/as needed		
Erlenmeyer flasks – 250 mL		X	As needed		
Glass burets		X	As needed		
Graduated Pyrex cylinders – 10 mL		X	As needed		
Graduated Pyrex cylinders – 100 mL		X	As needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Metal diffusers (for electric stoves)	X		As needed		
Microscope		X	15+ years/as needed		
No. 2 stoppers		X	As needed		
One-hole stoppers		X	As needed		
Petri Dishes	X		5-10 years/as needed		
Plastic beakers		X	As needed		
Proofing cabinet	X		One time purchase		
Pyrex Beakers – 150 mL		X	As needed		
Pyrex Beakers – 250 mL		X	As needed		
Pyrex Beakers – 400 mL		X	As needed		
Pyrex Beakers – 600 mL		X	As needed		
Pyrex graduated cylinders – 10 mL		X	As needed		
Pyrex graduated cylinders – 100mL		X	As needed		
Pyrex test tubes – 18x150 mm		X	As needed		
Ring stands with utility clips		X	As needed		
Science lab table	X		One time purchase		
Storage Units – food storage bins – floor model on casters	X		10+ years/ as needed		
Test tube brushes		X	As needed		

Equipment Guide – Career Focused Programs

This is a recommended list of equipment generally used in career focused programs. It may be used for planning and maintaining inventory as well as for placing orders, writing grants, etc. Purchases and overall facility and equipment maintenance decisions will be made by the local district with input from the local advisory committee.

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Culinary Arts and ProStart Programs – These items would be in addition to the items in the family focused classroom.					
Bennington Serving Tray (4)	X		10+years/as needed		
Cart, utility (2)	X		10+years/as needed		
Cash register	X		One time purchase		
Chafer Food Pans (4)	X		5+years/as needed		
Chafers (4)	X		5+ years/as needed		
Chafing pans, stands, covers		X	10+years/as needed		
Chef Knives 8” (16)	X		3 years/as needed		
China Cap Strainer (4)	X		5+ years/as needed		
Coffee Maker – 110 cup	X		10+years/as needed		
Copier (1)	X		10 years/as needed		
Cutting Board microban 21”x18” (16)	X		3 years/as needed		
Deep fat fryer (4)		X	10+ years/as needed		
Disher #20 (4)	X		10+years/as needed		
Disher #8 (4)	X		10+years/as needed		
Double Boiler 12 qt (4)	X		10+years/as needed		
Food Processor (2-4)	X		10+years/as needed		
Frying Pans – 10” (8)	X		3 years/as needed		
Frying Pans – 14” (4)	X		3 years/as needed		
Frying Pans – 7” (8)	X		3 years/as needed		
Garnishing Kit	X		5+ years/as needed		
Juice extractor		X	10+years/ as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Ladles 2 oz (4)	X		5+ years/as needed		
Ladles 4 oz (4)	X		5+ years/as needed		
Ladles 6 oz (4)	X		5+ years/as needed		
Measure 16 oz (4)	X		5+ years/as needed		
Measure 32 oz (4)	X		5+ years/as needed		
Measuring Spoon Sets (8)	X		5+ years/as needed		
Melon Baller (4)	X		5+ years/as needed		
Memo Board	X		5+ years/as needed		
One Hour Timer (4)	X		5+ years/as needed		
Oven Mitts (16)	X		5+ years/as needed		
Pairing Knives (16)	X		3 years/as needed		
Pastry/decorating bags and couplers (10 sets)	X		3 years/as needed		
Peeler (6)	X		3 years/as needed		
Percolator	X		10+years/as needed		
Pie Pans (4)	X		5+ years/as needed		
Princeton Serving Tray (4)	X		5+ years/as needed		
Proofing cabinet	X		One time purchase		
Punch Bowl – 20.2 capacity (2)	X		10+years/as needed		
Roast Pan 7 qt (4)	X		5+ years/as needed		
Rubber Spatula – high temp 10” (8)	X		3 years/as needed		
Sauce Pans 2 ½ qt (4)	X		3 years/as needed		
Sauce Pans 6 ½ qt (4)	X		3 years/as needed		
Saute Pans – 10” (8)	X		3 years/as needed		
Scale 25 lbs (4)	X		One time purchase		
Scales 32 oz (4)	X		5-10 years/as needed		
Scanner (1-2)		X	3-5 years/as needed		
Sheet Pans ½ size (24)	X		5+ years/as needed		
Skimmer (4)	X				

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Slicer 10"	X		10+years/as needed		
Spatula (8)	X		3 years/as needed		
Spoons, perforated (4)	X		5+ years/as needed		
Spoons, solid (4)	X		5+ years/as needed		
Steamtable Pans full-size x 2 ½" (4)	X		5+ years/as needed		
Steamtable Pans half-size x 2 ½ (8)	X		5+ years/as needed		
Steel 10"	X		10+years/as needed		
Stock Pots 12 qt (4)	X		10+years/as needed		
Storage Units – food storage bins – floor model on casters	X		10+ years/ as needed		
Tea Dispenser – 3 gallon	X		10+years/as needed		
Thermometer – Meat – 130-190 degrees (4)	X		5+ years/as needed		
Thermometer – Pocket – 0-220 degrees (4)	X		5+ years/as needed		
Tongs H.D. (4)	X		10+years/as needed		
Utility Pan 10 qt (4)	X		10+years/as needed		
Whip (12)	X		10+years/as needed		
Occupational Child Care Programs – These items would be in addition to the items in the family focused classroom					
Adult-sized rocking chair	X		One time purchase		
Audio playing equipment for audio books	X		10+ years/as needed		
Balance Beam	X		10+ years/as needed		
Bulletin Board Supplies	X		As needed		
Bulletin Boards	X		One time purchase		
Car seats for babies (1-2)	X		One time purchase		
Changing Table (infants, if appropriate)	X		5+ years/as needed		
Check in Furniture – Desk and Chairs	X		10+ years/as needed		
Children's cubbies	X		10+ years/as needed		
Child-sized chairs	X		10+ years/as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Child-sized kitchen equipment	X		10+ years/as needed		
Climbing toy/equipment	X		5+ years/as needed		
Clothing – emergency for children	X		One time purchase		
Computer desk/chair – child-sized	X		5 years/as needed		
Computer with appropriate learning software	X		5 years/as needed		
Copy Machine		X	5 years/as needed		
Cubbies/Totes for children	X		3 years/as needed		
Diaper receptacles (if appropriate)	X		3-5 years/as needed		
Die cut letters/shapes	X		One time purchase		
Die cut machine	X		One time purchase		
Display shelf for books, magazines	X		10+ years/as needed		
Easels	X		5 years/as needed		
File cabinet – with locks for sensitive forms		X	One time purchase		
Fire extinguisher		X	Regular inspections		
Flashlight		X	Regular inspections		
Furniture – child sized for learning centers		X	5 years/as needed		
Heavy-duty swing set	X		10+ years/as needed		
High chars (if feeding will be included)		X	3 years/as needed		
Indoor climber	X		5 years/as needed		
Infant bath (if appropriate)	X		3 years/as needed		
Infant care kits		X	As needed		
Infant thermometer(s) – various styles	X				
Interactive carpet – various ages		X	As needed		
Laminator	X		10 years/as needed		
Laundry hamper		X	As needed		
Mailbox System	X		One time purchase		
Medication storage, locked		X	As needed		
Memo Board	X		5+ years/as needed		

Equipment:	Recommended:	Required for Course:	Maintenance Schedule:	Have	Need
Napping cots	X		3 years/as needed		
Observation one-way mirror	X		One time purchase		
OSHA Kits		X	As needed		
Parachute	X		5+ years/as needed		
Play tunnel	X		3-5 years/as needed		
Recycling Center	X		3-5 years/as needed		
Rocking chairs (if appropriate)	X		As needed		
Sandbox with protective cover	X		3-5 years/as needed		
Sink – adult sized		X	10 years/as needed		
Sink – hand washing, child sized		X	10 years/as needed		
Storage for outdoor play equipment		X	10 years/as needed		
Storage hooks	X		As needed		
Telephone – private line	X		As needed		
Toilet – child sized		X	10 years/as needed		
Trikes	X		3-5 years/as needed		
Walkie-talkie System	X		5-7 years/as needed		
Woodworking equipment – child-sized, variety	X		10 years/as needed		
Art Area Supplies:					
Art materials – markers, crayons, chalk, stamps and ink, colored pencils					
Chairs					
Children’s scissors – right- and left-handed					
Craft materials – buttons, pipe cleaners, wiggle eyes, fun foam, etc.					
Glue and paste					
Modeling material - clay and play dough					
Modeling material equipment – rolling pins,					

cookie cutters, plastic cutting tools					
Paint brushes and sponges – various sizes and styles					
Paints – powdered tempera, finger, watercolors					
Paper – variety of lined, construction, tissue, etc.					
Plastic cups or jars to be paint holders					
Table with washable surface					
Dramatic Play Supplies:					
Doll supplies – beds, bottles, clothes, strollers, etc.					
Dolls – multicultural					
Dress-up clothes – variety of sizes and themes for boys and girls					
Props for thematic play – prop boxes					
Puppet show stage					
Puppets					
Stuffed toys					
Reading/Library Supplies:					
Books – variety of subject areas, themes and teaching topics					
Child-sized chairs, couches, bean bags or pillows					
Flannel board					
Flannel board characters					
Building Area Supplies:					
Blocks – variety of shapes, colors, sizes and materials					
Plastic or wooden accessories for building towns/communities					
Vehicles and Roadways					
Manipulative Supplies:					
Construction sets					
Dollhouse with accessories and people					
Games – variety, age appropriate					
Peg-board games					
Puzzles – variety of topics, sizes and materials					
Stringing beads and laces					

Indoor Large Muscle Supplies					
Riding toys – variety					
Rocking boat					
Music Supplies					
Audio music players – tape, CD					
Audio music, sing-a-longs					
Band instruments – variety					
Science and Math Supplies					
Aquarium					
Clock					
Pet cages					
Stuffed animals					
Outdoor Large Muscle Supplies					
Balls					
Gardening equipment					
Hoola-hoops					
Jump ropes					
Outdoor blocks					
Tubs for water play					

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Appendices

	Page
Appendix A: Safety Permission/Contract.....	31
Appendix B: Foods Lab Rules.....	32
Appendix C: Foods Lab Contract	33
Appendix D: Child Care Program Application.....	34, 35
Appendix E: Child Care Program Teacher Evaluation.....	36
Appendix F: Child Care Transportation Contract.....	37
Appendix G: Child Care Hourly Work Log	38
Appendix H: Child Care Evacuation Plan	39
Appendix I: Child Care Injury Accident Report.....	40
Appendix J: Child Care CDA Permission Form.....	41
Appendix K: Child Care Grade Sheet.....	42

Family and Consumer Sciences Safety Permission Form/Contract

Student Safety Commitment

Appliances, utensils, tools and machines may be used in your student's Family and Consumer Sciences class. This equipment is considered to be a potential safety risk. Students will be given instruction in the proper use of equipment that will be used. Safety instruction will be integrated into the curriculum. Safety rules will be posted in the classroom. Students will be required to follow safe practices and do the following before using any equipment in the Family and Consumer Sciences classroom:

- Score 100% on the safety test
- Return a signed "Student Safety Commitment" form
- Return a signed "Parent Permission" form
- Obey all safety rules and practices
- Obtain permission from the instructor before using any equipment
- Report any accident or injury to the instructor immediately

Student Signature

Class

Date

Parent Permission

I give permission for my student to participate in classroom activities that require the use of equipment that could potentially be a safety risk such as, appliances, utensils, tools and machines. I have read the "Student Safety Commitment" above and understand that if my student does not abide by the contract, they may be removed from labs or classes in which equipment is used in order to protect my student or others.

Parent/Guardian Signature

Contact Number

Date

Please list any disabilities or health problems (including allergies) that your student may have. This information will be carefully considered when planning lab activities to ensure the health and safety of your student.

Family and Consumer Sciences Foods Lab Rules

1. Pass the safety test – know and understand how to operate equipment and use facilities in a safe manner. Follow OSHA guidelines.
2. Follow directions – read instructions and follow the guidelines set by the teacher.
3. Pull back hair and remove jewelry – keep hands away from hair and face. Wash hands with soap and water before, during and after lab time.
4. Do not wear loose clothing or open-toed shoes – wear apron or lab coat to protect clothing and non-slip, closed shoes that are safe in a lab environment.
5. Keep environment clean – wash equipment and lab facilities before, during and after the lab. Clean up spills and notify teacher of any broken equipment immediately.
6. Stay in lab area – do not enter into another lab groups' space or borrow equipment that has not been authorized for your use.
7. Sharp object safety – do not point sharp objects at anyone, do not leave sharp objects exposed so that others may reach for them, carry sharp objects appropriately.
8. Chemical safety – do not mix items together that are not part of the lab, keep cleaning agents separate from food storage.
9. Dispose of waste appropriately – use recycling bins and other waste receptacles for their intended purpose.
10. Do not remove food or other items from the lab without teacher permission – food leaving the lab could pose a liability risk.

Family and Consumer Sciences
Foods Lab Contract

I agree to the following rules:

1. Pass the safety test
2. Follow directions
3. Pull back hair and remove jewelry
4. Do not wear loose clothing or open-toed shoes
5. Keep environment clean
6. Stay in lab area
7. Sharp object safety
8. Chemical safety
9. Dispose of waste appropriately
10. Do not remove food or other items from the lab without teacher permission

I, _____, have read the safety rules and understand what each rule means. I agree to follow these rules and any other rules as they are established by the teacher. I understand that I may lose my privilege to learn within the lab environment if I do not follow these rules.

Student Signature

Date

Parent Signature

Date

Family and Consumer Sciences Child Care Program Application

Name: _____ Grade: _____

Address: _____ City/State/Zip _____

Parent/Guardian Name: _____ Contact Number: _____

Phone: _____ School Counselor: _____

GPA: _____ Absences: _____ Tardies: _____

Why do you want to take this course?:

List experiences with children or courses that you have taken that will help you in this course:

What are your education/career plans after high school?

What extracurricular activities are you involved with?

List your schedule:

Period:	Class:	Teacher:
1		
2		
3		
4		
5		
6		
7		
8		
Advisory/Homeroom:		

Please rate yourself on the following:

Always – 4

Usually – 3

Sometimes – 2

Seldom – 1

- | | |
|---|-------|
| 1. I have good attendance at school. | _____ |
| 2. I am reliable. | _____ |
| 3. I am receptive to constructive criticism. | _____ |
| 4. I work well with others. | _____ |
| 5. I voluntarily work beyond the minimum requirements. | _____ |
| 6. I maintain composure in difficult situations. | _____ |
| 7. I am patient with those around me. | _____ |
| 8. I use common sense in reasoning. | _____ |
| 9. I am honest with others. | _____ |
| 10. I am on time to school, work and other appointments. | _____ |
| 11. I am neat and clean in my personal grooming. | _____ |
| 12. I am considerate of others. | _____ |
| 13. I follow the rules of my school, home and community. | _____ |
| 14. I am healthy. | _____ |
| 15. I perform my classroom duties and tasks satisfactorily. | _____ |

List three teachers that would recommend you:

Family and Consumer Sciences Teacher Recommendation for Child Care Applicants

****This is a confidential recommendation. Please return it to the requesting teacher.****

Requested By: _____

Teacher: _____

Student: _____

This student has applied to be a part of the child care course for next semester and your evaluation will be used to determine whether or not the student is suitable to work with children in a responsible manner. Please evaluate the student's characteristics by placing an **X** in the box that you feel best defines the student. There is a comment section, if you feel that a characteristic needs further explanation. Thank you for your time and efforts in making this program and our students successful.

Please use the following scale:

Excellent – 4

Good – 3

Fair -2

Poor -1

Unacceptable - 0

4	3	2	1	0	Characteristic Traits/Evaluation
					Attendance
					Tardies/Punctuality of assignments
					Reliability
					Receptive to constructive criticism
					Works cooperatively with others – students and adults
					Works beyond the minimum requirements
					Maintains composure in difficult situations
					Uses common sense in reasoning
					Neat and clean in personal grooming
					Considerate of others
					Follows classroom and school rules
					Uses class time wisely
					Uses effective communication and speaks appropriately
					Follows dress code and dress is appropriate for working with children
					Controls emotions and behaviors appropriately

Comments:

Evaluator Signature

Date

Appendix E

Family and Consumer Sciences Transportation Permission Form and Contract

_____ I have my own vehicle and will be responsible for transporting myself to and from the job site.

_____ I have permission to ride with a member of the Child Care class to and from the job site.

_____ I will not be providing my own transportation and will not be riding with another student. I will be transported by the school to and from the job site. I am responsible for being on time each day.

Student Signature

Date

Parent/Guardian Signature

Date

Administrator's Signature

Date

_____ Copy of valid driver's license is on file.

_____ Proof of insurance is on file.

Family and Consumer Sciences Hourly Report for Child Care

Name: _____

Semester: _____

Age Group/Location: _____

Week:	Absences:	Observation Hours:	Teaching Hours:	Assisting Hours:	Total for Week:

Family and Consumer Sciences Child Care Emergency Evacuation Plan

In the event that an emergency evacuation is reported over the intercom or an alarm is sounded, the _____ School District's Emergency Procedures will be followed. Additional procedures, as stated below, will be implemented to insure the safety of the children:

- High school students enrolled in the class will be assigned a child/children on the first day of class that he/she will be responsible for leading through the emergency procedure.
- The high school students and children will hold onto a “walking” rope and use as a lead to exit the building/move to safety. The high school student will have their assigned child/children walk in front of them at all times until they have reached the safe designation. One of the high school students will not be designated any children and will serve as the line “leader”. The instructor will be the last person in the line.
- Prior to exiting the room, the instructor will take with her the daily roster and the children's enrollment forms. The enrollment forms contain parent contact and medical information on each of the children. If a situation arises, parents/guardians will be notified to pick up their child/children.
- Once all students/children have exited the building, attendance will be taken for the children first. When all children have been accounted for, attendance will be taken for the high school students and results will be reported to the administrator in charge.
- All children will remain with their high school “buddy” while they are in the designated safety area.
- The students and children will re-enter the child care facility in the same method that they left, using the “walking” rope and leader to guide them.
- Attendance will be taken when the facilities have been re-entered.

Adapted and reproduced from an original submitted by Little Bronco's Preschool, Lee's Summit North High School, Lee's Summit, MO

Appendix H

Family and Consumer Sciences Child Care Injury/Accident Report

Child's Name: _____ Age: _____ Class: _____
Date: _____ Time: _____ Teacher(s): _____
Adults Present: _____
Description of Accident: _____

Treatment: _____

Administered By: _____

Circle all that apply:
Incident Location:

Bathroom	Playground	Stairway
Hallway	Preschool Room	Toddler Room
Infant Room	School-age Room	Walkway

Markings:

Abrasion	Bump	Red Mark	Sprain (suspected)
Bite	Cut/Tear	Rug Burn	Other _____
Bruise	Fracture (suspected)	Scratch	

Body Location:

Left	Buttock	Eye	Heel	Neck	Teeth
Right	Cheek	Finger	Hip	Nose	Toe
Ankle	Chin	Forehead	Knee	Penis	Tongue
Arm	Ear	Hand	Leg	Shoulder	Vagina
Back	Elbow	Head	Lips	Stomach	Wrist

Notification/Procedures:

911 Called/Time: _____	Transportation Used/Type: _____		
Parent Called/Time: _____	Physician Called/Time: _____		
Talked to Parent	Left Message	Talked to Nurse	Talked to Physician

Teacher's Signature

Date:

Director's Signature

Date:

Parent/Guardian Signature

Date:

Adapted and reproduced from an original submitted by Lee's Summit North High School, Lee's Summit, MO

Appendix I

Family and Consumer Sciences Child Development Associate Permission Form

The Child Development Associate (CDA) National Credential Program is designed to evaluate and improve the skills of child care providers in center-based care (as well as family child care and home visitor programs). The _____ School provides training for students to obtain this credential. The requirements needed in order to be eligible for this credential are as follows:

- The student must complete all class work with a B or better. To obtain college articulation credit, a student must have a B or better.
- The student must have at least a 92% attendance average. This averages out to be _____ days per quarter than can be missed or _____ days per semester.
- The student must exhibit appropriate behavior inside and outside of the school setting. The student must be a role model for other students. The student must exhibit appropriate hygiene and dress.
- The student must attend one parent program and one professional workshop during the school year.
- The student must complete all requirements set up by the CDA. They are as follows:
 - Complete a professional resource file
 - Distribute and collect parent opinion questionnaires
 - Complete all necessary documentation
 - Read and review the code of ethics
- The student must attend a CDA two-hour seminar at a date TBA.
- The student must attend, complete and pass an oral and written assessment conducted by the CDA credentialing program. The date will be announced later in the semester.

I understand and agree to the requirements for the CDA and will work hard at achieving this goal.

Student Signature

Date

Parent/Guardian Signature

Date

Teacher Signature

Date

Adapted and reproduced from an original submitted by Drenda Neptune, Brookfield Technical Center

Appendix J

Family and Consumer Sciences Child Care Grade Sheet

Student: _____

Teacher/Class: _____

Date: _____

Children's Age/Location: _____

Criteria:	5-4	3-2	1	0	Points:
Role Modeling	Student was very responsible and acted as a great role model for children.	Student provided a positive example for the children.	Student acted as a responsible role model part of the time.	Student was inappropriate.	_____
Professional Behavior	Very professional, polished, a role model of professionalism.	Almost always shows good judgment in being a professional.	Student shows some professional behaviors but is lacking in a specific area or a fair amount of time.	Student shows a poor example of hygiene, dress code, work habits, enthusiasm, stamina, initiative or accepting criticism.	_____
Application of Child Development Knowledge	Student shows evaluation and analysis of the developmental stages of children.	Applies knowledge of developmental stages to the children being worked with.	Shows comprehension of developmental stages.	Age-appropriate activities/handling of the children is not evident.	_____
Maintenance of Environment	Student has made a conscious effort to maintain the safest environment for children.	Children are in a safe environment.	Children are mostly safe but there are still some risks that could be eliminated.	Children are in an inappropriate environment.	_____
Implementing Appropriate Activities	Lessons are developmentally appropriate and worked well with the children	Lessons lack polish but are appropriate.	Parts of the lesson were engaging but other parts of the lesson need to be adjusted.	Lessons are developmentally inappropriate.	_____
Adaptations to Activity	Lesson was meaningful for all children and individual adaptations were made for every child.	Student made efforts to make the lesson a learning experience for all children.	Student made some adaptations, but it was still frustrating for some students.	Student made no adaptations and children struggled to learn.	_____
				Total:	_____